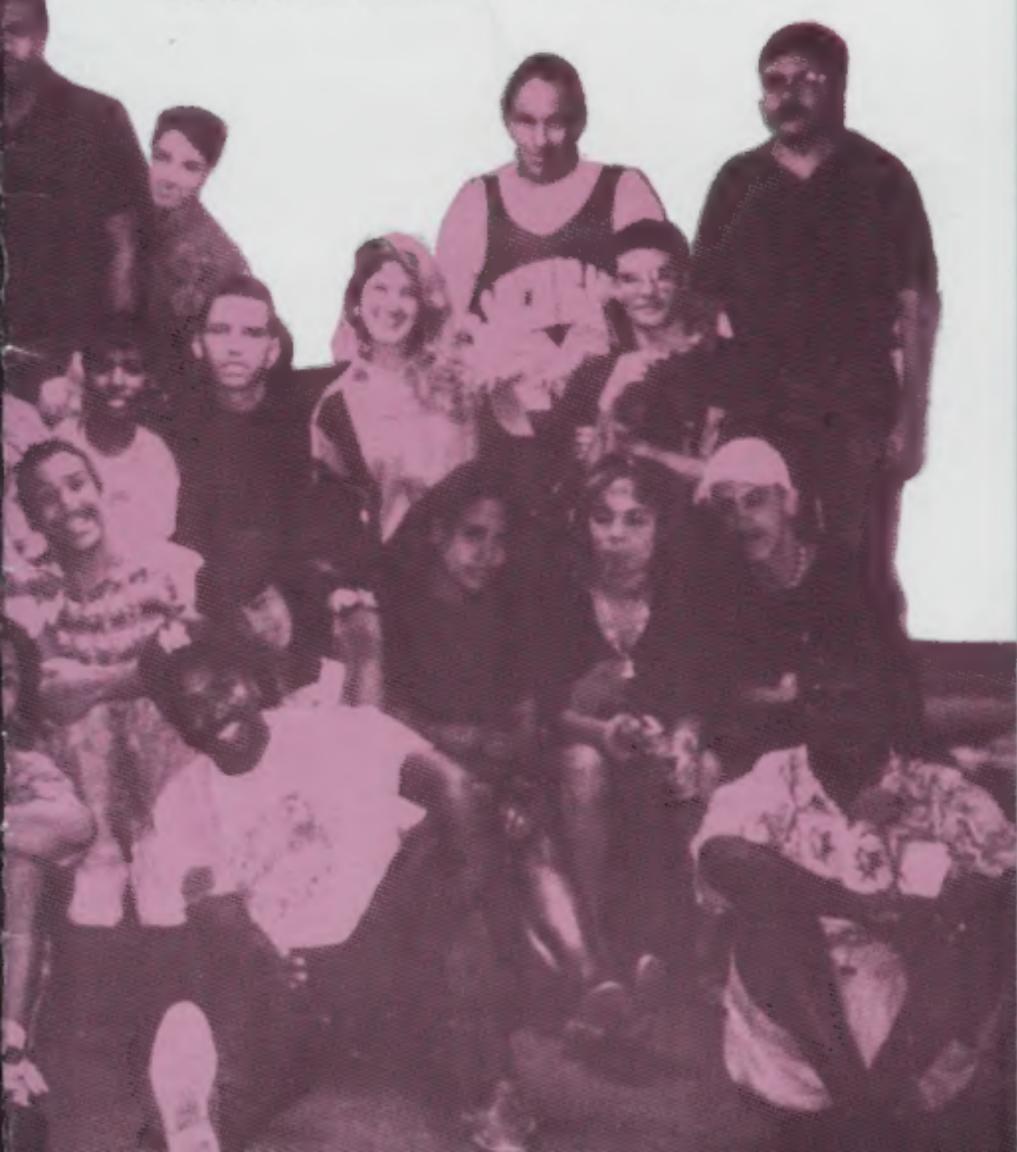




ASPIRA

ANNUAL REPORT: 1992-1993



COVER PHOTOGRAPH

IF a single picture is worth a thousand words, as in the Chinese proverb, then the photo on the cover of our annual report indeed "tells it all." Aspire, or ASPIRA, "to desire a lofty object," according to Webster's dictionary, shines from the vibrantly enthusiastic faces in this candid photo.

Thousands of equally attractive students, mostly disadvantaged, from Puerto Rico's underclass, have benefitted from the evermore innovative programs of ASPIRA as a mean to bring light to what sometimes may seem like a futureless society, going out of control.

Imagine, then, an even more remarkable photo . . . that of **all** of ASPIRA's alumni over the past 23 years who utilized programs that reinforced self-esteem and their academic growth, on their own in the world today. A single photograph, tens of thousands of healthy, edified young men and women, on the path toward their personal "desire for a lofty object," a life with meaning and purpose.



ASPIRA
DE PUERTO RICO



AIR
DE PUERTO RICO

MESSAGE FROM THE EXECUTIVE DIRECTOR

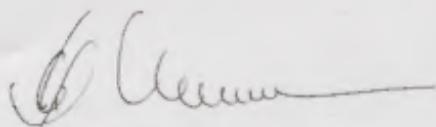
In accordance with its philosophy and mission, ASPIRA of Puerto Rico continues on its path as facilitating agent in the development of children, youth and adults in our diversified communities. Its singular methodology, known as the ASPIRA Process, is evaluated periodically to make adjustments that include the latest findings in research in the fields of education and child development. ASPIRA itself carries out experimental projects sponsored by the Federal Government to discover more effective models for personal, family and community development, such as the Family Service Center, Parent and Child Care Center, and the Child Care Center. The proven effectiveness of the first two has resulted in their incorporation as regular programs. The Child Care Center is still in its experimental phase. We have learned through these projects that the earlier the intervention—preferably in the prenatal stage—the more successful the child's development. By fostering skillfully designed programs we help the child succeed when s/he later reaches school age.

School dropouts continue as a major problem in Puerto Rico.

Thousands of idle young people walk the streets in our towns and cities exposed to all kinds of dangers and temptations. Many, unfortunately, yield occasionally to those evil forces. Through ASPIRA's work over the years with this population, our staff has devised extremely effective intervention models. A sizable number of former school dropouts today serve their country as professionals in business and in other careers.

Unfortunately, ASPIRA does not have the resources to take care of more than 300 dropouts yearly. Our proven models, with their emphasis on self-esteem, family values and goal-setting, can impact on at least 5,000 youths annually and has had a very significant effect on our society at large. It is our humble opinion that any official efforts aimed at fighting and preventing crime must start by addressing the needs of this vulnerable population.

A transcendental event has happened during this period: the purchase of the building that now houses the offices and main ASPIRA service center. It is with some "fear and trepidation" that we committed to this enormous debt. We expect, with the help of God, to continue with our commitments to the bank and to the socio-economically disadvantaged in our communities who are in such need of our continuing services.



Hilda V. Maldonado
Executive Director



SUMMARY OF ACHIEVEMENTS OF THE SCHOOL YEAR 1992-1993

DURING the school year of July 1992 to June 1993, ASPIRA greatly influenced many schools and communities in its target areas by implementing diversified programs.

The programs offering orientation services in the schools are *Talent Search* and *Upward Bound*.

Talent Search Program

This program serviced 2,275 participants, of which 2,109 were young people and 166 adults.

It succeeded in keeping 97% of the participating students while placing 282 school dropouts in tutorial programs.

It further placed 80% of all its high school graduates in post-secondary courses.

Upward Bound Program

This program offered services to 70 young people from grades 9 to 12. ASPIRA activities included remedial tutoring, cultural activities, excursions, and visits to universities.

A six-week summer camp was included with daily tutoring including manual workshops, theater, and visits to historical-cultural locations.

The program closed with a graduation celebrating the work done by the participants.

Head Start Program

ASPIRA's Head Start Program expanded its services to new communities and instituted new services consisting of personnel

training persons in the community in child care in the home.

The program gave direct service to 449 children influencing 381 families in Carolina, Canovanas, and Rio Grande.

By means of interagency coordination and the services provided, the program affected many communities and participating families.



A student as master of ceremonies at an achievement event at ASPIRA.

Education and AIDS

Prevention Program (EAPP)

This program had a great influence in Puerto Rico and reached 11,533 persons last year.

The CABAS (Changes Attitude & Behavior Agents) serve as model for other programs and have been accepted in the community, especially

by the youths. It grew rapidly in new schools and communities and expansions are planned this year in municipalities such as Fajardo in Eastern Puerto Rico.

Upward Bound for Veterans Program

This program benefited 142 veterans so they could complete fourth year and find university placement. A total of 118 participants were placed in programs of work and study.

Health Career Program

This program served 322 persons with interest in health-related careers. Twenty-five persons have been placed in these programs to date.

Public Policy

Leadership Program

This program had 20 students from 11th and 12 grades. Seminars in

Leadership and Public Policy, community projects, and internship in government agencies and community programs were offered by ASPIRA.

Three students were chosen for summer internship in Washington, D.C.

ASPIRA Clubs Federation

In the Clubs Federation, 145 students attended the program from 12 superior schools and an Upward Bound Program.

In May there was a weekend camp where they were instructed in leadership, and a new governing board was selected.

During the year each Club celebrated an ASPIRA Day in each school where the ASPIRA Programs and services were reviewed, as well as orientation on the Federation activities.

ASPIRA of Puerto Rico SUMMARY OF ACHIEVEMENTS FOR 1992-1993

Programs	Youth	Adults & children served	Families served	Total Impacted	Remained in school	Dropouts reintegrated to studies	Placements in post-secondary programs
Talent Search	2,109	166	—	2,275	1,864	282	1,075
Upward Bound	70	—	—	70	70	—	10
Head Start	* 449	—	381	830	—	—	—
AIDS Prevention				11,533	—	—	—
Upward Bound Veterans		142		142	—	—	118
Health Careers				322	—	—	25
Leadership in Public Policy				20	—	—	—
	2,628	308	381	15,192	1,934	282	1,228



The rich and varied cultural background of the old city provides material for historical discussion and sharing of this ASPIRA group.

UPWARD BOUND PROGRAM

THE goals of this program are to assist 70 participants each year to complete secondary education and to undertake and complete their post-secondary education programs. This project provides academic, vocational and personal counseling and includes intensive academic tutoring in English, Spanish, Mathematics and Sciences. Leadership training as well as personal growth and cultural activities go hand in hand with counseling and tutoring.

Focus is on the development of the whole person. Each year 100% of participants stay in schools and 100% of all seniors enroll in post-secondary

programs. Additionally, Upward Bound students have been successful in competitions sponsored by other organizations. In 1991 and 1993 they won first place in the Academic

*Intensive tutoring of
Upward Bound
leads 70 to achieve
their scholastic goals*

Olympiads of the Caribbean Association of TRIO Programs. Other students have distinguished themselves in poetry contests, academic excellence achievement and in sports activities.

TALENT SEARCH PROGRAM

THIS is one of the most popular of ASPIRA Programs.

The purpose of the Program is to:

- Identify qualified youth with potential for education at the post-secondary level and to encourage them to complete secondary education and enroll in post-secondary education programs.
- Publicize the availability of student financial assistance at the post-secondary level.
- Encourage persons who have not completed secondary or post-secondary education to re-apply for these programs.

During the past year the program served 2,745 participants, 70% of them low income-first generation college students.

The program provided at least one of the services to each participant

- Provide academic financial or personal counseling.
- Evaluate career exploration and aptitude assessments.

- Offer assistance with the re-entry process to high school or college.
- Provide information on student financial aid.
- Help in completing college admissions testing, college admissions and financial aid applications.
- Tutor 7th and 8th graders.
- Encourage leadership development through club activities.

*More than
22,245 participants
reflect popularity of
Talent Search Program*

- Refer 282 secondary school dropouts to other Aspira program to take tutoring for GED.
- More than 90% of the seniors enrolled in a post-secondary education program received financial assistance.

The many options offered at an orientation day by universities and colleges absorbs these junior and senior high school girls.





The first step in a Head Start program on health and nutrition for young master chefs.

RESUME OF ACCOMPLISHMENTS FOR 1991-1992

WITH the initiation of Head Start at ASPIRA in 1984, the program has enjoyed continued growth right up to the present. There is further reason for optimism following President Clinton's budget proposal of one-and-a-half billion dollars for Health in 1994.

Last program year (1992-93), the program received a total of \$1,617,580, and one-time funds amounting to \$856,099, for a grand total of \$2,473,679.

The program served 449 children in ages up to five years. The Head Start Program is a pro-family system with the capacity to help institutions cope with family crisis intervention. It also supports families by helping them rise to their potentials. The specific details of the Program vary according to the needs of the children and families in each community served, the availability of local resources and the emphasis on early intervention with children. ASPIRA's Head Start Home Based Program is

a comprehensive, preventive, family-oriented activity. Its focus on cultural sensitivity, to the disabled and to cultural diversity, is inherent in its approach.

As such, different experimental

Aspira goals highlight pro-family, comprehensive and culturally sensitive awareness in Head Start programs

projects have been assigned to the Program, geared toward the same objective: making families grow while giving parents the opportunity to share and to walk hand-in-hand with their children in their growth from birth right up to finishing school and beyond. These projects are: a) the *Family Service Center* with a total budget of \$224,084. This is an experimental project working with 80 families which will become permanent

by September 1993, b) *The Parent and Child Center*, offering services to 90 children up to 3 years old, from both working and non-working parents; c) the *Illiteracy Project* to teach 40 illiterate parents yearly how to read and write; d) the *Family Child Care Program*, an experimental project developed in seven community homes, each serving six, four-year old children for a total of 42 children in a home-type environment, a new service option to be offered later on to Head Start grantees.

The Head Start Program has a governing board, the Policy Council, which is composed of parents, agency, and community representa-

tives. The governing board participates in decision making, designs the component's working plans, personnel recruitment and dismissal, and communication aspects. Parents are trained in leadership, decision-making and in the parliamentary process.

Parents may serve for a three-year period, and elections are held annually.

More than 20% of the Head Start staff are parents who have achieved success as participants in the agency's programs.

Almost one out of every five children served is a "special-need" child, which means that the program surpasses the 10% requisite imposed by the Federal Regulations.

THE ASPIRA CLUBS FEDERATION

LEADERSHIP development is one of the basic ASPIRA goals.

The ASPIRA process fosters a broad range of activities and services for individual community and social development.

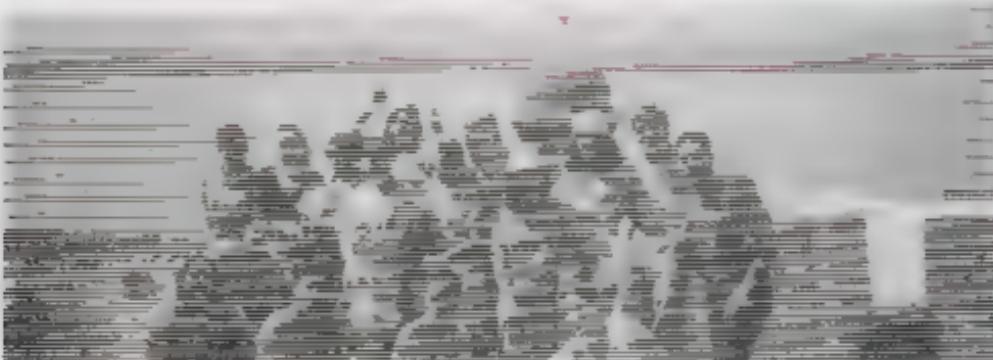
ASPIRA provides the organizational structure necessary for the activities and services necessary for that process.

The ASPIRA Club Federation provides the backbone of that structure.

For an "aspirante" it is first essential to know and understand oneself.

(Continued next page)

Aspira Club members gather for a picnic break at San Cristobal Park with San Juan narra as a backdrop during a cultural tour.



The ASPIRA process starts with an awareness of self-knowledge, a literal awakening of the intellectual strengths, interests, values, communication skills, leadership skills, artistic and athletic abilities of each student

The ASPIRA Clubs in the schools and the community provide an excellent environment for personal knowledge and development.

"Entre Iguales" is a key word for the "aspirantes." It means trust support collaborations, empathy, respect, sharing of feelings, ideas, needs and help among peers.

Among ongoing activities of the ASPIRA Clubs are conferences, workshops, promotional activities, and visits to centers for the elderly. Students evolve from theory to practice by taking charge and expanding in a learn-by-doing process that develops an "aspirante" with powerful strengths and leadership skills.

ment, selection and assessment of participants' needs, basic skills development, remedial courses; counseling and guidance, and community linkages.

A total of 142 veterans succeeded in the program during 1992-1993, seven more than the number required by the proposal. The program has offered more than 500 counseling sessions, representing more than three sessions for each participant.

The program has placed 118 veterans in post-secondary education or job-related training. Additional placements will be obtained in the follow-up activities.

The Veterans Upward Bound program has expanded its services across the island since initiating its first "Satellite Model" in 1986. Two new satellites, in Coamo and Yauco, are offering services to the veterans for 1993. Other cities in Puerto Rico with satellites include Mayaguez, Arecibo, Ponce, Caguas, Humacao, Rio Piedras, Aguadilla and Carolina.

ANNUAL OUTCOME OF VETERANS UPWARD BOUND

SINCE 1972 ASPIRA has been the only educational institution that operates a Veterans Upward Bound Program for educational and economically disadvantaged veterans in Puerto Rico.

The program prepares veterans for the high-school equivalency test. It also offers refresher and pre-college courses for those veterans who seek to accomplish post-secondary education.

The services are part of five basic components of the program: recruit-

The object is getting a high school equivalency in an Upward Bound Program for vets

ASPIRA
PROGRAMA DE
VETERANOS

FOTOGR
TAKAM
Tel. 833-





Casted by ASPIRA, the new curriculum offers the students basic discovering the intricacies of horticultural arts.

STUDENTS AS BUDDING HORTICULTURISTS IN NEW ASPIRA PROGRAM

A TRAINING program for budding horticulturists is a newer activity recently inaugurated at ASPIRA.

Located at the rear of the building of the executive offices in Carolina, one sees a pristine and beautifully maintained nursery laboratory. Through its horticultural program youngsters get on-the-job training who otherwise might be school dropouts or unemployed. At the counseling program's impeccable setting you'll find teens and young adults tending to seedlings, transplanting, learning the ins and

outs of garden science, under the management of a licensed agronomist.

Approximately 15 students learn plant propagation in their garden/classroom which only a year ago was a garbage dump before its transformation. Course subjects, in addition to plant propagation, include fertilization, handling and management of pesticides and marketing of the plants themselves.

On completion of the course, students either can choose to work in commercial nurseries, start up in their own business, or continue university studies.

Healthy and beautiful plants are available for sale to the general public at the nursery, which is on Route 887 on the Rio Piedras Road to Carolina.

ASPIRA AIDS EDUCATION & PREVENTION

THE AIDS Education & Prevention program of ASPIRA of Puerto Rico aims at educating and serving individual groups of between 12 to 22 years of age in Rio Piedras, Bayamón, Carolina, Trujillo Alto, Loíza and Caguas.

The goal of the program is to reduce the high incidence of the HIV AIDS transmission by offering workshops on human sexuality, sexually transmitted diseases, self-esteem, decision-making and HIV AIDS prevention. The workshops are geared to students including youths from low income housing developments, school dropouts, teachers, parents, and the public in general.

Success of the Risk Reduction Program will be based on the effectiveness of workshop strategies in helping to motivate changes in the attitudes and behaviors of participants. The Program includes 70 CABA's (Change Attitude Behavior Agents). Their premise is based on the demonstrated assumption that participants are more receptive and are more likely to believe and act upon information provided by their peers. More than 11,533 persons have attended the various educational workshops offered by ASPIRA.

THE educational workshops are carried out using the following strategies.

- 1 *Intensive Behavior Modification Workshops (IBMW)*, consisting

of ten sessions of 45 minutes each on self concept, sexuality, STD and AIDS transmission, risk factors and prevention

- 2 *School-Wide Selection* of additional schools, including public, private and religious schools plus ASPIRA's programs. Workshops on sexuality HIV prevention last approximately 2½ hours.

Key in prevention of HIV, AIDS linked to self-esteem & courses on sexuality

- 3 *Parent Workshops* consisting of three sessions to cover the topics of human sexuality, AIDS prevention and communication between parents and children

- 4 *Teacher Workshops*. The workshops cover various aspects of HIV AIDS and strategies for educating and

Some young CABA's here being



intervening with students

5. *Educational Workshops* provided by CABA's consisting of five group sessions, covering Human Sexuality, STD, Drugs and Alcohol, AIDS, interview strategies, to be given by trained CABA's.
6. *Materials Development, Adaptation, Translation & Dissemination*, including Spanish written and audio-visual materials appropriate to the targeted audiences.
7. *Evaluation of project activities*
On the basis of results, project modification may be made at the end of each semester.
8. *Referrals*, including possible HIV positive, STD and family planning cases. Referrals to Health Department and other CBO

ASPIRA coordinates with different agencies such as the Health Department (State and Municipal), AIDS Institute of San Juan, Pro-Familia and other agency and community organizations.

HEALTH CAREERS PROGRAM

ASPIRA of Puerto Rico continues to offer workshops challenging programs designed specifically for high school seniors as well as college and or graduate students. Participants obtain comprehensive information about career alternatives in this vastly expanding professional field. Orientation and counseling sessions are available to students as they sort out their goals in choosing their professional future.

One of the program's main objectives is to make participants aware of their commitment to ASPIRA by later serving in their communities and Puerto Rico as health professionals. Examples of the wide range of educational activities include workshops which cover clinical experiences, M C A T , D A T and other test reviews, learning skills and study habits workshops, relaxation sessions and interview skills seminars.

(Continued next page)

Reviewed at a press conference for the AIDS Education and Prevention Program



More than 300 students are enrolled in the Health Careers Program with ASPIRA offering a strong and effective support system. Between 15 to 25 students are placed every year in medical and dental schools. Other placements are in graduate schools or programs such as pharmacy, medical technicians and public health.

Emphasis on the program is in developing leadership skills of the students in the areas of public policy. They have the unique opportunity to meet key persons in government, in the executive, judicial and legislative branches as well as in the social, economic and business worlds.

Experience has demonstrated the value of public policy, leadership programs in providing a rich experience in the areas of their emotional, academic and professional growth.

PUBLIC POLICY LEADERSHIP PROGRAM

A SELECT group of twenty junior and senior high school students are chosen every year based on leadership and academic performance at school and in their communities for jobs as interns in Washington, D.C.

The program has three main

*National
Internships
offered in
Washington, D.C.
to 3 qualifiers
from ASPIRA*

stages: leadership and public policy seminars and workshops, community projects and local internships. On completion of the program two to four students have the opportunity of a national internship in Washington, D.C.

TEACHERS/PARENTS COLLABORATING IN MIDDLE SCHOOLS

A SPIRA TOPS was developed as a new response to extensive research which confirms the benefits of involving mentors and parents in working with middle-school youth.

TOPS projects link features of existing ASPIRA programs—counseling, parent and mentor training into a unique child-centered support structure for youth. Each student in the program benefits from the creation of an education partnership consisting of a teacher, a parent, and a counselor. With counseling assistance, the student determines his or her goals for a given school year, and each adult team member develops action plans to help the student achieve these goals. There are 30 students, 30 parents and 4 facilitators in this program.



KEVANE PETERSON SOTO & PASARELL

Independent Auditors' Report
To the Board of Directors of
Aspira, Inc. de Puerto Rico

We have audited the accompanying balance sheet of ASPIRA, INC. DE PUERTO RICO (a non-profit organization) as of June 30, 1992, and the related statements of support, revenues and expenses and changes in fund balances and of functional expenses for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of Aspira, Inc. de Puerto Rico, as of June 30, 1991, were audited by other auditors whose report dated October 17, 1991, expressed an unqualified opinion on those statements.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Aspira, Inc de Puerto Rico as of June 30, 1992, and the results of its operations, changes in fund balances, and functional expenses for the year then ended in conformity with generally accepted accounting principles.

Kevane, Peterson, Soto & Pasarell

Kevane, Peterson, Soto & Pasarell

ASPIRA, INC. DE PUERTO RICOBALANCE SHEET - JUNE 30

ASSETS	Current Funds		Equipment Fund	Total All Funds	
	Unrestricted	Restricted		1993	1992
CASH, including certificate of deposit of \$70,000 and \$100,000 in 1993 and 1992, respectively	\$107,815	1,377	\$	\$ 109,192	\$ 103,993
GRANTS RECEIVABLE		2,765,942		2,765,942	2,115,424
DUE FROM ASPIRA OF AMERICA, INC.		22,257		22,257	34,248
EQUIP., BLDG. & IMPROVEMENTS			1,036,641	1,036,641	894,433
OTHER ASSETS	6,050	7,048		13,098	8,750
INTERFUND RECEIVABLE (PAYABLE)	47,206	(47,206)			
Total assets	<u>\$161,071</u>	<u>\$2,749,418</u>	<u>\$1,036,641</u>	<u>\$3,947,130</u>	<u>\$3,156,848</u>
LIABILITIES & FUND BALANCES					
LIABILITIES:					
Notes payable	\$		\$ 453,412	\$ 453,412	\$ 486,190
Accounts payable & accrued expenses	14,510	345,402		359,912	196,177
Deterred income		2,404,016		2,404,016	1,917,288
	14,510	2,749,418	453,412	3,217,340	2,599,655
FUND BALANCES	146,561		583,229	729,790	557,193
Total liabilities & fund balances	<u>\$161,071</u>	<u>\$2,749,418</u>	<u>\$1,036,641</u>	<u>\$3,947,130</u>	<u>\$3,156,848</u>

STATEMENTS OF SUPPORT, REVENUE AND EXPENSES AND CHANGES IN FUND BALANCES
FOR THE YEARS ENDED JUNE 30, 1993 AND 1992

	1993				1992			
	Unrestricted	Restricted	Property and Equipment Fund	Total All Funds	Unrestricted	Restricted	Property and Equipment Fund	Total All Funds
PUBLIC SUPPORT AND REVENUES:								
Government grants	\$ 23,098	\$ 3,873,958	\$ —	\$ 3,897,056	\$ 7,150	\$ 2,732,255	\$ —	\$ 2,739,405
Private grants		47,027	—	47,027	—	45,539	—	45,539
Re-grants from Aspira Association, Inc.		49,374	—	49,374		39,811	—	39,811
Miscellaneous income	63,144	7,382	—	70,526	79,137	1,737	—	80,874
Total public support and revenues	86,242	3,977,741		4,063,983	86,287	2,819,342		2,905,679
EXPENSES:								
Program services - student aid, counseling and placement		3,504,064		3,504,064		2,466,767		2,466,267
Support services - management and general	20,986	217,937	128,399	387,322	54,020	721,959	105,779	781,758
Total expenses	20,986	3,742,001	128,399	3,891,306	54,020	2,688,226	105,779	2,848,025
EXCESS (DEFICIENCY) OF PUBLIC SUPPORT AND REVENUES OVER EXPENSES	65,256	215,740	(128,399)	72,597	32,267	131,161	(105,779)	57,604
OTHER CHANGES IN FUND BALANCES:								
Acquisition of property and equipment	(1,200)	(215,740)	246,940			31,948	131,948	
Mortgage and capital lease payments financed from current unrestricted funds	(78,204)		78,024	—	(97,052)	—	97,052	
FUND BALANCES, beginning of year	148,950		408,243	\$ 557,193	181,509	832	17,59	499,589
FUND BALANCES, end of year	\$ 146,561	\$ —	\$ 583,229	\$ 729,790	\$ 148,950	\$ —	\$ 408,243	\$ 557,193

BOARD OF DIRECTORS

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Prof. Heha M. Alvaro Bou, *Past Chairperson*

Mrs. Helga M. Limpierre, *Vice-Chairperson of Program*

Arq. Malcolm Walters O'Neill, *Treasurer*

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Lcdo. William Riefkohl

Mr. José González

Ms. Dinorah Martínez, *Student Representative*



ASPIRA
DE PUERTO RICO



**AIR
MILY**
DE PUERTO RICO

Pictured here are the headquarters of ASPIRA's home-based Head Start Program.





ASPIRA Inc. de Puerto Rico

PO Box 29132
San Juan PR 00929-0132

